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ABSTRACT

This guide for an elective (10-12) course was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The guide is divided into: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) recommended and supplementary teacher and student resources. The course presents an analysis of social change and the role of protest in American history, with selected examples, types of protest, and their effectiveness in bringing about change. Goals for the course are that the student will: 1) differentiate among various methods of protest; 2) identify protest as commonly being an action based upon a real or imagined fear of losing one's security or survival; 3) discern how values are formed, changed, and related to protest; 4) propose an alternate course of protest or response to a selected incident; and, 5) ascertain and analyze the role of protest with respect to the individual. Course content is organized around these goals. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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PROTEST AND CHANGE IN AMERICAN SOCIETY

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SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS

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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

PROTEST AND CHANGE IN AMERICAN SOCIETY

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by

T. L. NICHOLAOU

for the
Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION:	AN ANALYSIS OF SOCIAL CHANGE AND THE ROLE OF PROTEST IN AMERICAN HISTORY, WITH SELECTED EXAMPLES, TYPES OF PROTEST, AND ITS EFFECTIVENESS IN BRINGING ABOUT CHANGE.
CLUSTER:	American Studies
GRADE LEVEL:	10 - 12
COURSE STATUS:	Elective
INDICATORS OF SUCCESS:	None
COURSE RATIONALE:	Protest and change are not confined or restricted to one particular era of United States history. This course deals with the role of protest and change in American society and government (past and present); the influence of values upon protest and change; why protest is commonly a vehicle attempting to insure security or survival; and the role that the student, himself, plays with respect to protest and change.

COURSE GOALS: THE STUDENT WILL:

1. DIFFERENTIATE AMONG VARIOUS METHODS OF PROTEST.

2. IDENTIFY PROTEST AS COMMONLY BEING AN ACTION BASED UPON A REAL OR IMAGINED FEAR OF LOSING ONE'S SECURITY OR SURVIVAL.

3. DISCERN HOW VALUES ARE FORMED, CHANGED, AND RELATED TO PROTEST.

4. PROPOSE AN ALTERNATE COURSE OF PROTEST OR RESPONSE TO A SELECTED INCIDENT.

5. ASCERTAIN AND ANALYZE THE ROLE OF PROTEST WITH RESPECT TO THE INDIVIDUAL.

COURSE CONTENT OUTLINE:

I. Protest

A. Examples of protest

1. Boston Massacre
2. Kent State
3. Chief Joseph
4. Martin L. King, Jr.

B. Legal protest in the United States

C. Illegal protest in the United States

II. Reasons for Protest

A. Economics

B. Racial Injustices

C. Exploitation of Minorities

D. Religious Intolerance

E. Prejudice against a sex

F. Security threatened

III. Values

A. Formation of Values

1. Family
2. Religion
3. Government
4. Peer-group
5. School

B. Changes of values

C. Values as related to protest

IV. Alternatives to specific issues of protest

A. Boston Massacre - Kent State

B. Analysis of suggested alternatives

V. The role of protest with resptect to the individual.

GOAL 1: THE STUDENT WILL DIFFERENTIATE AMONG VARIOUS METHODS OF PROTEST.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHILE CHANGE IS A CONSTANT, ITS FORMS ARE DIVERSE.	The student will differentiate among various methods of protest.	NOTE: It is suggested that appropriate readings be provided by the instructor in the field of United States history. Readings should include sociological and basic historical case studies directly related to protest and change in America. Examples: A. Boston Massacre B. Kent State (Ohio) C. Chief Joseph - (Nez Perce) D. Martin L. King, Jr. Suggested Resources: A. "A New Look at Student Unrest - Action and Reaction," (Synopsis, February 2, 1970) B. "Examples of Dissent" (Voices of Dissent, pp. 1 - 30) 1. Invite resource personnel (lawyers, judges, Congressmen, etc.) to present the topic of utilizing LEGAL Protest in the United States. Possible class assignment might be to critique and analyze these presentations. 2. Invite resource personnel (lawyers, judges, Congressmen, etc.) to present the topic of what is considered to be the ILLEGAL utilization of protest. Critique and analyze these also.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have students role play various forms of protest. Have the class identify forms used. Discuss critically. 4. Have students role play various incidents of historical and contemporary protest in the United States. Roles portrayed should have a past-to-present counterpart. Example: A. Boston Massacre - Kent State (Ohio) B. Chief Joseph (Nez Perce) - Martin L. King, Jr. Analyze the historical content and significance of each skit in reference to its implications for American society and government. Example: A. Boston Massacre - Kent State (Ohio) Each has significant political implications. Each has significant military or quasi-military implications. B. Chief Joseph (Nez Perce) - Martin L. King, Jr. Each has significant economic implications. Each has significant psycho-social implications. 5. Have students categorize and study the impact which protest has upon interested or passive parties.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Example: A. The massive protest(s) and violence surrounding the Democratic Convention of 1968 and collective impact upon the voter(s). B. The role of Publication of the Pentagon Papers as an instrument of protest against the Vietnam war and its impact upon the governmental hierarchy. 6. Show the filmstrip, Dissent and Protest, (New York Times Educational Media). Possible discussion questions: A. What is "change"? B. Towards what is it directed and why? C. Why is it important? D. What is "protest"? E. Towards what is it directed and why? F. Why is it important? G. What forms does protest take in the legal and illegal sense? H. Does it necessarily foster change or inhibit it? I. What governmental systems allow for CHANGE? Which do not? Why?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		J. What governmental systems allow for PROTEST? Which do not? Why? K. Are protest and change separable? L. What possibilities exist if protest is curtailed? M. What possibilities exist if protest is not curtailed? N. What is violence? O. When does protest become violence?
		7. Show the filmstrip, Civil Disobedience, (Guidance Associates, 2 parts). Discuss critically the role of "civil disobedience" and relate it to protest and violence in America. 8. Show the filmstrip, The Literature of Protest, (Guidance Associates). Perhaps the students might be interested in making a report on the writers' success or lack of it in the area of protest. 9. Show the filmstrip, Revolution, (Guidance Associates, 2 parts). Discuss critically, is violence necessary for revolutionary change? 10. Using the readings provided by the instructor as a basis

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		for reflection, play a song written by Bob Dylan entitled The Times They are a Changing. Play the record through and afterwards, discuss in depth.
		11. Using the readings provided by the instructor as a basis for reflection, play a song written by John Lennon and Paul McCartney entitled, Revolution. Play the record through and afterwards, discuss in depth. Have students speculate as to the influence of such media as recorded music in influencing protest.
		12. Have students prepare a list of the various legal means of protest and discuss which is most effective for which situation.
		Vocabulary terms:
		change, protest, legal, illegal, civil disobedience, passive resistance, violence, opposition, apathy.
		People to know:
		Mohandas Gandhi, Martin L. King, Jr., Chief Joseph (Nez Perce), Daniel Ellsberg.
		Materials:
		Filmstrip: Civil Disobedience. Guidance Associates.
		Revolution. Guidance Associates.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Textual: Readings and cases as supplied by instructor, using Voices of Dissent as a basis for selection. **Records:** The Times They Are a Changing, Dylan, Bob. Revolution. The Beatles.

GOAL 2: THE STUDENT WILL IDENTIFY PROTEST AS COMMONLY BEING AN ACTION BASED UPON A REAL OR IMAGINED FEAR OF LOSING ONE'S SECURITY OR SURVIVAL.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CORRELATION OF PROTEST AND CHANGE TO SECURITY AND SURVIVAL.	The student will identify protest as commonly being an action based upon a real or imagined fear of losing one's security or survival.	1. Have selected students read the paperback, Protest: Man Against Society. In class, have them discuss the work and offer hypotheses as to why they feel individuals or groups protest. Analyze in class discussion. 2. Have students volunteer (or select certain students) to present an historical skit involving the Boston Massacre and the incident at Kent State University. Players should justify their actions with the aid of a "Greek chorus." Class adjudication of conflicts between respective protagonists and antagonists may be asked for. A critique may be offered by each student as to the main issue involved (in each case) and its relationship to the real or imagined security of the parties involved. 3. With the aid of guest speakers (Indian, Black, Cuban, etc.), offer students personal insights into the views, attitudes, and values of people who protest. Possible class essay assignment(s): A. Why do these people/persons protest? B. What are the areas of conflict between them and the "establishment?" 4. Show the filmstrip, Concord: A Nation's Conscience, (Guidance Associates). This filmstrip not only presents Emerson and Thoreau protesting the Mexican War, but also goes into the background of why they protested.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Inquire as to the possibility of students "exchanging parents" and living in a fellow classmates home (of different race, religion, etc.) for an allotted period of time. While doing so, have students maintain a diary of the physical and psychological differences evident. Possible class questions: A. How do the differences noted, if any, relate to the issues of protest and change? B. Are there any tangible or intangible items you noted missing from either of the "homes" you have "lived" in? What are they? Why are they important or unimportant to you? C. Overall, can you perceive of any rational basis for the use of protest in order to rectify these tangible or intangible items. D. Do these items really reflect a need for security or survival? Explain. 6. Research the constitutional basis for the security of the United States. How is this related to protest/change? 7. Have students categorize people or groups of people by what they protest for or against. In a written or verbal manner, have them explain what they (the protesting group) feel constitutes their security or survival.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Conduct a panel discussion concerning the aspects of "national security." In this discussion, relate the areas of conflict to the means exercised in maintaining the national identity from within and without. 9. Conduct a field trip to a police station or military base. Questions for students: A. Why maintain such establishments? B. How do they affect you in particular? C. How do they affect protest? D. How does protest affect them? E. What possible good is it to protest against them? For them? F. What, if any, is the overall contribution to society yielded by these institutions? G. What are the means used to insure that their goals shall be met? H. Are these means valid (legal)? 10. Conduct a field trip to a trial court.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Questions for students:

A. What is the primary role that the judiciary plays in American society? Why?

B. Are the courts really necessary? Explain.

C. Are the courts usually prone to favoritism or mistakes? Explain.

D. How do courts relate to protest?

E. How do courts enforce their decisions? Why would they want to do so?

Possible questions:

(1) Define security.
(2) Define survival.
(3) Do they roughly mean the same thing? Explain.
(4) Are there different types of security, for example, political, economic, social, religious, etc.?
(5) Do all individuals or groups need security? Why?
(6) Do all individuals or groups need to survive? Why?
(7) If individuals/groups need to survive, do nations need to survive? Why?
(8) What are the implications, for the individual/group who protests against something in order to obtain what they feel are "security" or "survival?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(9) Could individuals/groups endanger a nation's security or survival through protest? How? (10) What avenues of protest are available in America today? Do these differ from the past in any respect? (11) What avenues of change are available in America today? Do these differ from the past in any respect? (12) What is "power" and how does it relate to security or survival? (13) Does power have anything to do with an individual's survival? With a group's? With a nation's ? How? (14) Towards what goal is power utilized in the course of protest/change? Vocabulary terms: security, survival, power, physiological need, psychological need, judiciary, national security, society, raison d 'etre, industrial-military establishment. Materials: Audio-visual: Instructor's discretion. Textual: Voices of Dissent. At instructor's discretion. The American Revolution. pp. 6 - 61.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"The Kent State Tragedy: Lessons for Teachers." Social Education, pp. 356 - 361. "The New Demands for Power,"(Synopsis, September 15, 1969) Government Through Opposition. pp. 1 - 6. Politics and Government: Political Behavior, Vol. I., pp. 55 - 157 and pp. 230 - 301. American Foreign Policy in the Nuclear Age, pp. 1 - 20 and pp. 129 - 157.

GOAL 3: THE STUDENT WILL DISCERN HOW VALUES ARE FORMED, CHANGED, AND RELATED TO PROTEST.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VALUES ARE AN INTEGRAL ASPECT OF PROTEST.	The student will discern how values are formed, changed, and related to protest.	1. Have the students research one of the stated comparisons of protest (past to present). They shall discern whether the values held by the majority were valid (legal) and if they (the values) withstood the protest and change voiced by the opposition. Also, they shall discern whether the values held by the minority opposition were valid (legal) and if they withstood the attacks made upon them by the majority opposition. 2. Have students list examples in their everyday life which are forms of value protest; family attitudes, religious preferences, governmental attitudes, peer-group association, school behavior and attitude, dress, political ideology, etc. Upon doing so, have the students identify those values which are different from the "majority" or "minority." Have the students explain the logic of their values, and, if they can, associate them with any individual or group, past or present, which also accepted similar values. 3. Select a panel of students to discuss two incidents of protest: i.e., Chief Joseph (Nez Perce) and Martin L. King,Jr. Identify values in conflict pertaining to each. Possible questions: A. What values did Chief Joseph hold which were not held by his antagonists? B. What values did Martin L. King, Jr. hold which were not held by his opponents? C. According to the time(s), were the values held by the population in general in conflict with the protests utilized?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		D. What were the noticeable changes in society made by those persons holding values in opposition to society as a whole? E. What changes occurred in the values of society in general from the protests vented? 4. Read to the students or assign for homework, Body Ritual Among the Nacirema, written by Horace Miner. Upon doing so, ask the students from what viewpoint the paper was written. Possible questions: (1) What seem to be the values held by the author? (2) What seem to be the values held by the Nacirema? Why? (3) Upon hearing of the Nacirema, what seems to be the difference in vlaues held between them and United States citizens in general? (4) Are these differences significant in nature? Why or why not? (5) What seems to be the key in viewing a people such as the Nacirema? (6) If objectivity is the key, how does it relate to protest? (7) Will protest occur if there is no objectivity? If there is? (8) From what source would you say objectivity stems?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(9) Are values related to Objectivity? How? Why?
		5. Show the filmstrip, Law and Order, by Warren Schloat. Discuss critically with particular emphasis upon viewing the actions or issues involved from the standpoints of:
		A. How do values affect the issue of law and order?
		B. What are the value conflicts involved in the law and order dilemma?
		C. Is objectivity needed in the outcry about the increased need for law and order? Why or why not?
		6. Show the filmstrip, Personal Commitment - Where do You Stand?,(Guidance Associates). Discuss critically the political and social movements described in the filmstrip.
		7. Categorize groups of people with respect to the causes they espouse.
		Possible questions:
		(1) What are the values held by each of the groups categorized?
		(2) Are any of the groups "closed minded" with respect to viewing anything else or anyone else as bad or evil if they do not agree with the group's values?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(3) What values would you say could make you "personally committed?" Why. (4) What values would you say could not make you "personally committed?" Why? (5) Are you sure you are viewing your situation objectively? Justify your answer. **Vocabulary terms:** values, objectivity, attitudes, opinions, Nacirema, ideology, peer, peer-group, majority, minority, commitment,personal commitment, closed minded. **Materials:** **Audio-visual:** Filmstrip, Law and Order, by Warren Schloat. Filmstrip, Personal Commitment - Where Do You Stand?, Guidance Associates. Concord: A Nation's Conscience, Guidance Associates. **Textual:** Voices of Dissent. At instructor's discretion. "Freedom Rides," Selected Case Studies In American History, Vol. II, pp. 52 - 64. "The Sand Creek Massacre," Selected Case Studies in American History, Vol. II, pp. 21 - 35.

GOAL 4: THE STUDENT WILL PROPOSE AN ALTERNATE COURSE OF PROTEST OR RESPONSE TO A SELECTED INCIDENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HISTORY, THROUGH SELECTED ANALOGIES, OFFERS AN OPPORTUNITY TO EVALUATE INFORMATION AND TO MAKE JUDGMENTS ABOUT CERTAIN ACTS OF PROTEST OR CHANGE WHICH COULD OFFER INSIGHT INTO CURRENT ISSUES OF A SIMILAR NATURE.	The student will hypothesize an alternate course of protest or response to a selected incident.	1. Offer the analogy of Kent State University (Ohio) and the Boston Massacre as given examples of protest (past and present). Upon doing so, assign to the class, in either the form of a paper or panel discussion, the question: Were the consequences resulting from protest and the force used to quell it, significant in the long run for society and government? Have the students propose alternative courses of action that would have accomplished the protest objective. 2. Select a panel of students to discuss, before the class the means utilized to suppress protest and the response(s) of the populace in each case cited. Possible questions: (1) Was the force used to quell this act of protest valid (legal)? Why or why not? (2) Would you make any changes in the way such force was used? How? Explain fully, showing what you expect to be the change fostered as a result of your actions. Possible leading questions concerning Boston Massacre and Kent State University (Ohio): A. What were the circumstances surrounding each occurance (ideological, political, economic, social, etc.)? B. What efforts were made to obtain the change deemed necessary by the parties involved by means other than protest? Detail your answer.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		C. In retrospect, could this incident have been avoided? How or why not? D. Was any type of media used to exploit (by either or both parties) the incident? E. What type of advantage could one gain by the use of media? Explain. F. What was the main type of propaganda utilized (if any) for this exploitation? G. Of what value is the use of propaganda in the employment of protest or for the advocation of change? H. Is there any validity to the argument(s) posed by each side as to their respective actions after the incident occurred? I. What basic values came into conflict? Moral? Legal? Social? Governmental? Economic? J. Were the values in conflict morally or legally valid to those advocating the protest as compared to those seeking to maintain the status quo? K. Given your present values, would you have participated in either of these actions? If so, on what side? Justify your answer. L. Would any change occur in you as an individual (physical or mental) from your participation? M. Would you protest against something if it were legal to do so? What if it were illegal to do so? Explain why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

N. Would you accept the change that protest effected even though the form employed were illegal? Why or why not? Explain.

O. If you accept the change procurred by illegal or even legal protest, are you:

(1) not assenting to its (protest's) employment?
(2) not also protesting in some form yourself?
(3) not also disregarding alternatives which could otherwise solve the problem at hand?
(4) being closed minded with respect to the alternatives offered by those whom you oppose?
(5) retarding the implementation of other alternatives by your actions?

Vocabulary terms:

analogy, consequence, force, sanction, legitimate, illegitimate, alternatives, status quo, propaganda, media, propagandized.

Materials:

Audio-visual: At instructor's discretion. Slides (obtainable from magazines, library facilities, audio-visual center)

Textual: Voices of Dissent. Selected excerpts as chosen by instructor.

Protest From the Right.

Ideas in Conflict.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Textual (Cont') **Selected Case Studies in American History.** **Problems in American History.**

GOAL 5: THE STUDENT WILL ASCERTAIN AND ANALYZE THE ROLE OF PROTEST WITH RESPECT TO THE INDIVIDUAL.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PROTEST IS A COMMON VEHICLE FOR OBTAINING CHANGE WHERE INDIVIDUALS OR GROUPS FEEL THEIR SECURITY ENDANGERED OR THEIR SURVIVAL AT STAKE.	The student will ascertain and analyze the role of protest with respect to the individual.	1. Offer the analogies of Chief Joseph (Nez Perce) and Martin L. King, Jr. Assign a research paper concerning how values have changed in America within the past 100 years. Possible leading questions regarding Chief Joseph (Nez Perce) and Martin L. King, Jr. A. What was/is the claim or grievance of each respective group/individual? B. Was this claim or grievance justifiable? Socially? Legally? Morally? Explain. C. What types of protest or response were utilized and why? D. Were there no alternatives available? Justify your answer. E. Was Chief Joseph beaten culturally, militarily, politically, or economically? Explain your answer. F. Were the implications of his protest evident to him before he began? If so, explain why he proceeded? If not, why not? G. Would you agree or disagree with the values held by Chief Joseph and his people? Why or why not? H. As for Martin L.King, Jr., what type of protest did he and his followers mainly rely upon? Why? I. Were there alternatives available? Explain. J. Were his actions legal?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		K. Were the implications of his protest evident to him before he began? If so, explain why he proceeded? If not, why not? L. Are there any deep implications for society, law, or government in the type of protest employed by Dr. King? In what way? M. Is there any correlation between the type of protest employed by Chief Joseph and that employed by Martin L. King, Jr.? Explain. N. Were either of the parties encouraged to protest by members of other races, groups, or minorities? Why or why not? O. Did other parties state legal, moral, social, economic, personal, or religious grounds for encouraging or discouraging the protests employed by these individuals? Explain why or why not? P. Did the values held by each of the parties and the ultimate goals they sought concur with those of their antagonists? If so, why the protest? If not, what was the difference? Q. Did the protest by each of the parties achieve the change desired or attain the goal sought? If yes, detail and justify your answer. If no, explain all reasons, causes, and factors. R. Were these individuals wise in fomenting/advocating/utilizing protest for their people? Why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		S. Who was right? The protestors or those protested against? T. How do you know your answer is valid if you share the same values, goals, or attitudes as the persons you're studying? Explain. U. How would you educate your self as to what values you must accept or reject in viewing protest? 2. With the aid of readings or guest speakers (Indian, Black, Jewish, etc.) offer students insights into the dilemmas these persons or groups face. 3. Display an article used in protest. Procedure: Simply hold the article up or pass it around for class observation. Then, have the students inquire or infer from this artifact, its use, who used it, in what manner, period of time, etc. Thereupon, discuss or research the values held in common by the group and the effect of these values upon society, government, etc. 4. Have selected students read, <u>Two Blocks Apart</u> and report to the class their findings: Disparity of wealth among various persons and how this could foster protest or change, and the disparity of values held by persons of diverse economic conditions. Possible activities: A. Assign paper on suggestions for studying a topic such as protest objectivity.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		B. Initiate an inquiry exercise as to how a biased conclusion is reached; i.e., offer a statement made by a notable person active in the protest movement, but do not offer the activist's name or group affiliation. Have students discover who it was, what group or cause he represents, the logic of his reasoning (included in the statement), the objectivity or lack of it exhibited by his statement, and why his statement is generally accepted by his followers, peers, etc. C. Give students an incident of protest as covered by several newspapers or magazines of varying philosophies. Have students discern which is the most accurate and why the others are not. 5. Possible terminal activity: Have students research an historical example of protest. They shall try to discern whether the values held by the majority were legally acceptable at that time and if they withstood the protest and change voiced by the minority opposition. They shall also discern whether the values held by the minority were legal and if they withstood attacks upon them by the majority.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Vocabulary terms: racial, ethnic, power, "Black Power," ghetto, Sand Creek Massacre, antagonists, foment, philosophy, living condition(s), standard of living, estensible, reservation (Indian). **Materials:** **Audio-visual:** Slides selected at instructor's discretion. Object(s) used in common by groups engaged in protest. Selected at instructor's discretion. **Textual:** <u>Voices of Dissent</u> (excerpts chosen by instructor) <u>Ideas in Conflict</u>. pp. 70 - 83, 84 - 97, & 163 - 177. <u>Selected Case Studies in American History</u>. Vol. II, pp. 114 - 126. <u>Problems in American History: Power and Prosperity</u>. pp. 37 - 115.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Problems in American History: Challenge and Promise. pp. 131 - 211, 215 - 331. Protest From the Right. pp. 118 - 148.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

A. Textual

Kane, Frank. Voices of Dissent. Englewood Cliffs: Prentice-Hall, Inc., 1970.

B. Other (For Teacher)

Allis, Jr., Frederick S. Government Through Opposition. "Party Politics in the 1970's." New York: The MacMillan Company, 1963.

Crabb, Cecil V. American Foreign Policy in the Nuclear Age. New York: Harper & Row, Publishers, 1962.

DeGrazia, Alfred. Politics and Government: Political Behavior. New York: Collier Books, 1963.

Quigley, Charles N. and Longaker, Richard P. Conflict, Politics, and Freedom. Boston: Ginn and Company, 1968.

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Textual:

Armstrong, Gregory, ed. Protest: Man Against Society. New York: Bantam Books, 1969.

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